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Current recruitment efforts in educational administration are limited by the narrow target population considered (which seldom extends beyond professional educators) and the unsystematic methods utilized. In addition, five significant obstacles to effective recruitment are (1) the lack of information about educational administration among potential recruits, (2) the occupation's low perceived status as a career, (3) the restrictions to entry into the occupation, (4) the problems of graduate study for persons already established, and (5) the low general opinion of preparation programs in educational administration. Strategies to ease the recruitment problems include: (1) Communicate to high school seniors information about the career, (2) encourage talented young people to enter preparation programs from pools traditionally ignored by current recruitment efforts, (3) recruit persons from other careers in which relevant competencies are developed, and (4) recruit paraprofessionals to serve in supportive administrative roles in big-city school systems. To conduct the recruitment program, a consortium composed of the following kinds of agencies should be created: (1) A nationwide group of selected universities and associated school systems (it is recommended that UCEA serve this need), (2) a firm to produce printed and audiovisual materials, (3) a public relations or advertising firm, and (4) one or more funding establishments. (HW)

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STRATEGIES TO EXPAND THE POOL FROM WHICH TALENTED PERSONS ARE RECRUITED FOR PREPARATION IN EDUCATIONAL ADMINISTRATION

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> During the next 20 years the age group from which the great proportion of society's leaders will come will remain relatively constant in number while our total population will increase by one third. At the same time, the proportionate need for managers and executives is increasing in almost all of society's organizations. Unless more systematic and effective plans for recruiting school leaders are developed and implemented, public education will suffer while the scientific laboratories, the huge business corporations, the rapidly growing government complexes, and the ever-expanding medical, legal, and other professions will garner an even greater proportion of society's talent than they have in the past.[1]

Introduction

The warning quoted above was sounded in 1962. Six years later, there is little evidence to indicate that it has been heeded. Certainly, the challenge which it implies remains unmet. The limitations which have traditionally characterized recruitment efforts in educational administration persist, and the obstacles to overcoming these limitations remain. Recruitment of top leadership talent into careers in educational administration, a deplorably infrequent accomplishment, continues to be the result more of fortunate accident than of systematic design. While education succeeds in attracting a share of society's best administrative talent into its ranks, this share, when compared with those garnered by other spheres of leadership, is far from commensurate with the increasingly recognized national importance of educational administration relative to other fields. Yet, attempts to overcome this inequity are sparse, uncoordinated, and often misdirected.

There is considerable danger in this condition, for as long as educational administration remains a second-class career choice for most first-rate prospective leaders, schools may continue to do a second-rate job; this is particularly true of the schools facing the greatest challenges and problems -- those located in the country's numerous deprived

urban areas. American society can no longer afford to permit second-ratedness in its schools and, indeed, events of recent years demonstrate clearly that the time is approaching when this will no longer be permitted. Consequently, it seems essential that education compete for the best leadership talent that is available, and it must enter this competition in an aggressive, committed, and systematic manner, It is not, at present, doing so.

The purpose of this paper is to explore some of the limitations and obstacles to effective recruitment in educational administration and to suggest some strategies designed to eliminate a few of these restrictions. Prior to commencing such a task, it is necessary that some definitions and background information be provided. Throughout this discussion, the terms "administration" and "leadership" are employed interchangeably. The term "recruitment," as used here, is quite distinct from the term "selection": recruitment refers to that process by which possible candidates for some area of endeavor are identified and convinced to consider entering that area; selection, on the other hand, concerns the procedure whereby the potential enrollees already located and motivated are assessed according to certain criteria and those judged to possess the desired qualifications are chosen to enter the area of endeavor. Thus, selection normally follows and is largely dependent upon recruitment; also, selection results should "feed back" to and inform subsequent recruitment. Further, this paper is concerned more with the recruitment of potential candidates for preparation in educational administration than with the recruitment of potential candidates for administrative posts in education, although direct concern with the former clearly involves indirect concern with the latter.[2]

With regard to candidates for preparation in educational administration, considerably more attention has been devoted in the past to selection than to recruitment, although little success has been achieved in either area. The progress of recruitment in educational administration has been negligible, and (although one still hears the occasional effusive

lament) even talking about it seems to have declined in recent years, at least within the "establishment." For example, a continuing interest group of the National Conference of Professors of Educational Administration met for a number of years to discuss recruitment until, in 1966, its six remaining members voted to disband for lack of interest. Within the past year, hopes were raised by Congress' passage of the Education Professions Development Act, Part A of which calls for massive efforts to improve the recruitment of personnel into careers in education, including administration. However, while appropriations have been made to other parts of the EPDA, it is now apparent that Part A will receive no funds for at least another year.

To be sure, scattered illustrations of imaginative approaches to recruitment in educational administration may be found.[3] For example, Baughman, with the support of the University of Illinois Chapter of Phi Delta Kappa, has developed a color slide series with accompanying taped narration to communicate the opportunities and functions of school administration to high school audiences. The University of Nebraska has devised a weekly informal forum designed to provide, for talented undergraduates drawn from all colleges of the University, accurate information on the nature and challenges of careers in educational administration. The University Council for Educational Administration, in cooperation with the New York Committee for Administrative Leadership, the Ohio State University Department of Photography and College of Education, and the Helen Bender Norton Foundation, has developed a 35-minute film, entitled "A Man's Reach," which is intended to convey to a wide variety of audiences a positive image of the vital role which school superintendents perform. The West Virginia Association of College and University Presidents has sponsored, since 1963, a Leadership Identification and Training Program aimed at discovering undergraduates who have exhibited potential for educational

leadership and at building graduate programs to prepare these individuals for posts in which this potential may be realized; more than 500 recruits have been involved in this project.

While the above illustrations point out some promising directions in which recruitment efforts are moving, these programs tend to be discrete and are necessarily limited in their application. A more ambitious and widely applicable endeavor was projected in late 1964 when the UCEA Central Staff developed an extensive proposal for a fellowship program which would support the recruitment into administrative preparation programs of a number of young educators who had demonstrated and were displaying unusual leadership in the schools, teachers of extraordinary ability and background who were interested in preparing for leadership roles in education, and seniors in college interested in education who were judged to have especially bright futures. The proposed five-year program was designed to: (1) recruit and prepare a cadre of unusually gifted leaders who would help pioneer substantial educational improvements in the years ahead; (2) improve the image of educational leaders and, thereby, pave the way for a smoother flow of talent into preparatory programs and into positions of educational leadership; (3) use foundation funds as a leverage to create an incentive system among UCEA member universities which would result in a continuing flow of fellowship aid for promising leaders beyond the projected funding period; and (4) create new working relations between university personnel and school personnel with the aim of achieving substantial improvements in preparatory programs through cooperative endeavors. Attempts to attain support for this proposal (largely on a foundation-university matching funds basis) were unsuccessful.

The situation at present, then, is that no systematic, coordinated, large-scale approach to the recruitment problem in educational administration is being undertaken. At a time when the recognized need for educational leadership is at its highest point in

the country's history, when the competition for such talent is more intense than it has ever been before, and when increasing specialization in educational administration is creating demands for an unprecedented variety of particularized leadership competencies, the extent to which this recruitment challenge is being met in educational administration has been accurately assessed by McIntyre as "little short of being a national scandal."[4] The disquieting fact is that the average student of educational administration is "far below the average student in most other fields, in mental ability and in general academic performance."[5]

Why does this great disparity exist between the urgency of the recruitment challenge in educational administration and the uninspired response to this challenge? In 1966, the UCEA Central Staff addressed itself to this question in an inquiry which resulted in the substantiation of the following sixteen positions relating to the nature of the challenge and the projection of approaches to meeting it:[6]

(1) In an age when there are unprecedented incentives to attract talented personnel into science and technology, there are insufficient counter-balancing incentives to attract personnel into positions of leadership.

(2) As more and more personnel are required to manage increasingly large organizations, the competition for executive talent becomes exceedingly intense; those recruiting educational leaders have not developed programs adequate to meet the competition.

(3) Because the age group from which society will draw its intellectual and leadership talent during the next decade will be relatively small, the challenge confronting those recruiting educational leaders is further dramatized.

(4) The challenge facing those recruiting educational leaders is further he ightened because there will be few, if any, organizations in society during the next decade whose scope and magnitude will increase as rapidly as those in education.

(5) A unique set of factors, which relate to the perceived role of educational leaders, the career routes they pursue, the channels through which they are recruited and the training programs they experience, combine to increase further the special challenges shared by those who would influence talented individuals to enter leadership careers in education.

(6) The continuing national thrust toward educational excellence and the resulting need for dynamic educational leadership make the qualitative aspects of the recruitment challenge even more compelling than the quantitative one.

(7) The major identifying characteristics of talented prospective educational leaders include at least the following: high intelligence, a broad educational background, a strong motivation to contribute to education, and successful leadership experience.

(8) The most accessible talent pool from which to recruit educational leaders is comprised of professional personnel already in education.

(9) Recruitment procedures are needed to attract talented leaders from among the large number of undergraduates and graduates in fields other than education.

(10) Better methods are needed for encouraging secondary school students to consider leadership careers in education.

(11) Caution must be exercised in order that significant portions of the talent pools (i.e., women and minority group members) are not ignored in recruitment efforts.

(12) In seeking to attract leaders from a variety of talent pools, a highly appropriate immediate strategy is to develop more complete and better information on leadership careers in education.

(13) In order to attract competent people into educational leadership careers, the projected image of the school administrator should be both positive and authentic.

(14) Recruitment efforts, no matter how well organized or how broad in scope, will be less than successful unless they are bolstered by adequate financial incentives to enable talented personnel to obtain needed preparation.

(15) Professionals at all educational levels need procedures for encouraging those with unusual talent to prepare for leadership careers in education.

(16) Additional research evidence is needed to guide the efforts of those responsible for recruiting educational leaders.

The above sixteen position statements identify rather clearly a number of the needs and issues involved in recruitment in educational administration. Yet, few efforts have been launched to deal systematically with the issues and to meet the needs. Throughout the

following pages, an attempt is made to pursue the implications of these position statements and to project strategies designed to follow some of the action guidelines set forth in them. Because of the thoroughness with which the positions are documented in the UCEA publication, they are accepted as assumptions underlying the discussions which follow.

The Recruitment Problem

The main problem to which this paper is addressed is introduced above: it is the problem of unsatisfactory recruitment in educational administration. The purpose of this section is to explore certain elements of the problem in an effort to identify the conditions which render current recruitment efforts unsatisfactory -- the conditions which must be changed if the problem is to be resolved. There would appear to be two major aspects worthy of such consideration: the limitations of contemporary recruitment efforts and the apparent obstacles to effective recruitment.

Limitations

Among the limitations of current recruitment efforts in educational administration two stand out as basic, one related to recruitment targets and the other to recruitment methods. First, the talent pool for administrative recruitment today is typically restricted to persons already in education. This limitation derives, of course, from the traditional belief that teaching experience is a prerequisite for school administrators.[7] Increasingly, however, the validity of this belief is being questioned. Talbot, referring to the big-city context, states the "training in teachers' colleges and experience as a teacher, principal, or suburban school superintendent are largely irrelevant preparation for the staggering problems of running an urban school system."[8] Similarly, Brown suggests the "notion that a successful superintendent of schools must first have been a teacher, and then a principal

needs to be re-examined."[9] And the practice proves so upsetting to Meade that his metaphors become mixed:

> The process of going through the chairs may be feasible for the Rotary, the Knights of C olumbus, or other fraternal or social groups, but it is no way to encourage leadership in schools or colleges. Why must a person have touched all the bases before he or she can be considered qualified to head up a school, a department, a college, or a program?[10]

There is, in fact, no convincing evidence that experience in teaching is related to success in educational administration.

Nevertheless, this traditional belief is generally applied to recruitment practices, albeit not without detrimental results. One kind of detriment relates to those who are <u>included</u> in the recruitment pool. With a few refreshing exceptions, those who enter colleges of education to be prepared as teachers tend not to be among the most intellectually able of college undergraduates. Thus, the population from which educational administrators will eventually be recruited tends to be inferior, almost by definition, to the talent pools available for recruitment in other areas of leadership. Further, as already suggested, teachers do not necessarily make good administrators. In a study which has not escaped criticism,[11] Gross and Herriott[12] found their measure of executive professional leadership in school principals to be unrelated either to previous teaching experience or to previous administrative experience. They found, moreover, that the greater the number of semester hours of education courses taken by school principals, at either the undergraduate or the graduate level, the less their professional leadership. In some cases, teachers self-select themselves into administration primarily because they are failing at teaching; this may not bode well for administration because the failure is likely to be transferred. In other cases, clearly superior teachers are selected into administration by their superordinates; this may not bode well for teaching because the nation's classrooms

can ill afford to be robbed of their best educators. Nor is it healthy, for either teaching or administration as professions, when one tends to be viewed as a "stepping stone" to the other.

Another kind of detriment inherent in the belief that teaching must precede administration relates to those who are excluded from the recruitment pool. On the one hand, leading scholars of administration express the view that there is a substantial degree of commonality to administration, regardless of the kind of organization in which it is practiced; on the other hand, persons with training and experience in hospital, military, public, or business administration are largely excluded from admission to advanced preparation programs in educational administration because they lack teaching experience. On the one hand, leading scholars of administration expound the importance of the prospective administrator's exposure to the social sciences and the humanities; on the other hand, persons completing intensive programs in these areas of study are largely excluded from admission to advanced preparation programs in educational administration because they lack teaching experience. In effect, those responsible for preparing educational administrators do not "practice what they preach." One suspects that the preaching is better informed than the practice.

Other segments of the population, too, tend to be excluded or, at best, underrepresented among those traditionally recruited for administrative preparation. Men, for example, disproportionately outnumber women in educational administration, yet Gross and Herriott found sex to be unrelated to professional leadership.[13] Protestants, similarly, disproportionately outnumber Catholics and Jews in educational administration; yet Gross and Herriott found religion to be unrelated to professional leadership.[14] And those in the higher age brackets disproportionately outnumber those in the lower age brackets in educational administration; yet Gross and Herriott found a statistically

negative relationship between age and professional leadership.[15] This misrepresentation with regard to age is a direct result of the teaching experience prerequisite which, in effect, "backfires," for with age come responsibilities that make it difficult for teachers to "pull up stakes" and return to university for a one-or two-year period of preparation in educational administration.

Several writers have called for the expansion of the talent pool from which persons are traditionally recruited for administrative preparation in education. These include Brown,[16] Meade,[17] and Talbot.[18] The last-named, for example, finds it "absurd... to restrict the search for such leaders to one profession. No business does it; neither do the private schools and colleges nor the great majority of government agencies. Only public education is hamstrung in its talent search." As he points out, limiting the target for recruitment of administrators to the single population of teachers "rules out men or women who have demonstrated in business, law, labor, or public service that they can harness and lead large bureaucracies." Recruitment in educational administration is severely limited by the unsubstantiated belief in teaching experience as a prerequisite to school leadership.[19]

The second limitation to be mentioned briefly here deals with current recruitment methods. A 1953 study of recruitment and selection into preparatory programs in educational administration, conducted by the Cooperative Program in Educational Administration (Middle Atlantic Region), produced the following three findings, among others:[20]

(1) No planned or organized program of recruitment of able talent to prepare for school administration as a career is being conducted by member institutions in the Middle Atlantic Region.

(2) Institutions depend to a great extent upon incidental and casual contacts made through catalogs, extension work, conferences, study councils, institutes, and seminars.

(3) At least one university asks outstanding graduates in the field to recommend personnel with high leadership potential.

Aside from the few examples of "lighthouse" recruitment programs cited earlier in this paper, there is no evidence to suggest that the above methods have been improved during the fifteen years since they were reported. Recruitment is still conducted in a haphazard fashion; each university develops its own primitive materials (bulk-mail brochures are particularly popular) in almost total isolation from others; alumni are still relied upon heavily for nominations of candidates; and accidental meetings between professors and potential recruits at professional or social events still yield a good share of the enrollees in administrative preparation programs.

It is little wonder that, limited to methods such as these, educational administration is unable to compete with other fields for top administrative talent. It is a moot question whether the limitation in target is a consequence of the limitation in method (i.e., teachers are the only ones who can be reached through the methods utilized), or vice-versa(i.e., Why develop more sophisticated methods when teachers can be reached through current techniques?). The important point is that both limitations restrict recruitment in educational administration to the extent that the talent required is simply not available to the profession. To overcome these limitations will necessitate the surmounting of several obstacles.

Obstacles

If recruitment in educational administration is to be improved through releasing it from the above limitations and expanding the talent pool available to it, there are several

interrelated obstacles which must be removed. There appear to be at least five such obstacles that currently restrict recruitment into administrative preparation, one of the most important of which is ignorance -- that is, the lack of knowledge about educational administration on the part of potential recruits. This ignorance results from a dearth of information and it leads to either misunderstanding or non-understanding about such essential matters as what educational administration is, how one prepares for it as a career, what qualifications are required for entry, what assistance is available for preparation, and where inquiries about eligibility and other matters should be directed. Such information is typically possessed only by those already in the field of education, as either students or practitioners -- which is appropriate if this is the only recruitment pool one wants to draw upon, and which is one reason why this is the only recruitment pool which has been available to educational administration.

This lack of information on the part of potential recruits is highly inappropriate, however, for a career field which must expand the talent pool upon which it can draw. As Mathewson and Orton have noted, "youth are influenced in their vocational tendencies and in eventual choices of occupations by perceptual complexes or images of what an occupation 'is like' and 'what kind of people' follow this occupation."[21] How can educational administration hope to garner its "fair share" of top leadership talent if the "image" of it held by most persons making career decisions derives almost exclusively from impressions gained through occasional childhood summonses to "the office," usually for disciplinary purposes? The fact is, as Baughman says, that "relatively few high school youth select and prepare for careers in positions of educational leadership"; the reason, he suspects, is "that a dearth of information about school administration as a career exists in the secondary schools."[22] Further evidence of this ignorance is cited by Hanson:

> When strangers ask me what I do for a living and I tell them that I am a school superintendent, they usually look faintly baffled and I realize that they have only the haziest idea of what my job actually is. Few of them inquire further -- I suspect they feel they should know what a superintendent does and are embarrassed to ask -- but it's clear to me that they don't know. And it is a humbling experience to find that one's work -- work which I consider rather important -- is so little understood.[23]

Research has yielded data on when career choices tend to be made and on what bases. A great many occupations have utilized these data in their recruitment efforts by launching systematic (and often sophisticated) information programs directed at high school seniors and college undergraduates. Educational administration, however, has largely ignored this research, with the rather disastrous result that many prospective leaders unconsciously opt out of careers in this field in part because they know virtually nothing about it. They are, in effect, lost by default. Their ignorance represents a major obstacle to recruitment in educational administration.

A second obstructive hindrance to effective recruitment is the perceived unattractiveness of educational administration as a career. Uzmack, in a study to determine the image of the chief school administrator held by senior high school pupils, found that the superintendent was viewed as having low status compared with other professionals in the community, and that a majority of the students had no interest in a career in school administration because the job entailed too much responsibility and was confining and lacking in appeal.[24] Prospective leaders tend to view it as an occupation characterized by low salaries, little prestige, and unpleasant working conditions. This negative career image constitutes a significant obstacle to recruitment.

Even if potential recruits do not view the career itself as unattractive, they may come up against another obstacle which discourages their consideration of educational administration as a vocation: restricted entry. For example, some find the traditional prerequisite of teaching experience to be distasteful. For others, the rigid certification requirements in some states appear unreasonable.[25] Still others are discouraged by the amount or nature of preparatory activities necessary to qualification for educational leadership. Moreover, these restrictions may defer entry into school administration for several years while the requirements are being met. Because of the increasing trend toward youthfulness of leaders in other fields, this deferral may be viewed as superfluous by prospective administrators. Thus, restrictions to entry are detrimental to education in its attempt to compete with other career fields for top young administrative talent.

A related obstacle to recruitment is inherent in the logistic difficulty of undergoing preparation in educational administration. Because most current recruitment patterns accept the teaching experience prerequisite, many persons who are considered eligible to enter preparatory programs are already quite well established in a career and in a community. They commonly have families, with all of the financial and other obligations that this entails. To forfeit their accumulated security and slight their personal responsibilities in order to devote from one to three years to full-time study is a sacrifice that few are willing to make, particularly because of the generally inadequate scholarship and fellowship support which is available to graduate students in educational administration. In order to "make ends meet," such persons frequently must accept assistantships which require them to labor (often at menial chores) on a third-or half-time basis for the university, and which usually further extend the time required to complete the preparation program. This kind of logistic obstacle to graduate study typically serves to "screen out"

all but two kinds of individuals -- the highly motivated and the desperate. In terms of recruitment in educational administration, the former are insufficient to meet the needs and the latter may well be undesirable.

Finally, even if all of the above obstacles can be surmounted, one remains to plague recruiters. This is the generally low status of preparation programs in educational administration. Within the university community, education is commonly assigned a low station in the academic "pecking order." While this situation is not always warranted, some of it is justified: generally speaking, vestiges of normal school trivia remain in the content of education programs; faculties in education still contain a dismaying number of "old soldiers" who substitute vocational autobiography for conceptual capital; and education students, as mentioned previously, tend to be among the less talented undergraduates (and graduates, for that matter) on campus. All of these condemnations are commonly transferred from the school of education generally to preparatory programs in educational administration. Moreover, these programs are denounced not only by others within the university milieu but also by numerous practicing school administrators who protest the irrelevance of preparatory programs and point in disgust to the "theory-practice gap." Consequently, irrespective of which way one turns, he comes up against the generally low esteem with which preparation programs in educational administration are regarded, a state of affairs which constitutes a severe obstacle to recruitment.

In summary, a number of factors have been identified which currently serve to restrict the effectiveness of recruitment in educational administration. Two major limitations in contemporary efforts were noted -- the narrow target population (which seldom extends beyond professional educators) and the unsystematic methods utilized (which depend largely upon happenstance). In addition, five significant obstacles to effective recruitment were

recognized: the basic lack of information about educational administration on the part of potential recruits; the low perceived status of educational administration as a career; the typical restrictions to entry into the occupation; the problems of graduate study for persons already established in a home and job; and the low general opinion of preparation programs in educational administration.

Unless these limitations can be overcome and the obstacles removed, there is little hope that recruitment in educational administration can be improved. It is the intent in the remainder of this paper to outline a comprehensive program of strategies designed to surmount some of these problems in order to expand the pool from which talented persons are recruited for preparation in educational administration.

A Proposed Program

The recruitment problem discussed in the preceding section is of rather immense proportions and variety. Strategies directed toward its solution must consequently be ambitious, comprehensive, and diverse if they are to be effective; they must also be systematic and well coordinated if they are to be efficient. The purpose of this section is not to present a specific operational plan to meet these needs; such an endeavor would be premature in the light of the naivety which characterizes present approaches to recruitment: it would, in effect, represent mere "whistling in the wind," for the field is not yet able to detail a comprehensive program of needed recruitment activities, much less ready to embark upon the implementation of such a program. Rather, the aim here is to sketch in bold outline some directions which should be explored in working toward the development of a more precise action program. To this end, four strategies designed to improve recruitment in educational administration are introduced (the first three of which are closely

interrelated, the fourth being quite distinct), some of the objectives which these strategies would seek to achieve are suggested, and a general approach toward the planning and operationalization of the strategies is proposed. Throughout this discussion, two basic assumptions are recognized: (1) that the most important need in educational leadership recruitment today is to expand the pool of available talent (the improvement of recruitment efforts directed toward the traditional talent pool, while desirable, is not a concern of this paper); and (2) that universities should continue to be involved directly in the preparation of educational administrators (and hence in the recruitment of candidates for preparatory programs).

Strategies

At least four strategies directed toward the improvement of recruitment in educational administration seem worthy of exploration. The first would involve the communication to high school seniors of information pertinent to the challenges and rewards associated with careers in educational administration. Young people frequently make career decisions, or at least reduce the number of alternatives for consideration, while still in high school. Also, if a person has high leadership potential this is often manifested during the high school years, and it is possible to identify it at that point.[26] Consequently, it would seem desirable that early recruitment efforts be directed at selected seniors in high school. As Culbertson notes, other seekers after leadership talent do it,[27] but educational administration tends to ignore this pool.[28] The result is that this field is not in a position to compete with others in the search for leadership because, as suggested earlier, young people who are ignorant of the challenges and rewards associated with educational administration tend to have negative attitudes toward it as a career, and hence to eliminate it from consideration in making early occupational decisions. Baughman's research has demonstrated that, through well

conceived and carefully directed information programs, these negative perceptions can be changed.[29]

Consequently, it is proposed that communication channels to high school seniors be opened -- not only through such existing structures as Future Teachers of America clubs, but also through new mechanisms established in cooperation with counselling, guidance, and administrative personnel in the schools -- and that skillfully developed information programs, involving the sophisticated use of written and audio-visual materials as well as of personal presentations by distinguished visitors, be implemented via these new channels. While the primary purpose of this strategy would be to encourage more high school seniors with leadership potential to consider preparing for careers in educational administration, it might achieve a couple of ancillary objectives as well. For example, the early identification of prospective educational administrators would increase the number of years of college study during which they consciously prepare for leadership careers. Thus, those responsible for preparing educational administrators could have some influence upon the courses of study followed by recruits at the undergraduate and master's levels and would have more time to assess the potential of recruits for careers in administration. In other words, the likelihood of recruits' suffering from weak or irrelevant academic backgrounds, or being victims of errors in selection, could be diminished. Another ancillary effect of high school recruitment might be the improvement of relationships between high school students and administrators. Insofar as the growing student unrest in high schools across the country is related to the pupils' lack of understanding about and negative attitudes toward school administration, to this extent the problem of unrest could be alleviated through the information program proposed here.

A second recruitment strategy would involve the identification of talented young people in pools traditionally ignored by current recruitment efforts, and the encouragement of these persons to consider immediate entry into advanced preparation programs in educational administration. This population would include those with high leadership potential in such relatively neglected groups as women, Peace Corps workers, Teacher Corps and VISTA volunteers, college tutors of underprivileged children, and undergraduate and graduate students in a variety of professional, social science, and humanities areas. The unsubstantiated desirability of prior teaching experience notwithstanding, there appear to be a number of advantages to recruiting candidates for advanced administrative preparation from these talent pools. For example:

(1) because most teachers are female, the recruitment of women into educational administration, at least at a level of representation proportionate to the recruitment of men, might serve to diminish the misunderstanding and hostility which sometimes exist between teachers and administrators;

(2) the courage, energy, and aspirations of such young people as those enrolled in VISTA, the Teacher Corps, the Peace Corps, and part-time tutorial programs for underprivileged children would seem to be characteristics which educational administration is badly in need of;

(3) preparation in the social sciences provides students with concepts and modes of inquiry which may be fruitfully applied in both the study and the practice of educational administration;

(4) preparation in the humanities provides students with understandings which may be fruitfully applied to value judgments, purpose definition, and policy development in educational administration;

(5) the apparent commonality of many administrative tasks, functions, and processes suggests that persons studying in administrative areas other than education may be well qualified to enter advanced preparatory programs in educational administration; and

(6) the frequency with which school leaders must deal with legal, medical, plant, research, and development problems suggests that persons studying law, medicine, architecture, and engineering may bring certain pertinent insights to advanced preparatory programs in educational administration.

It should be noted that the above arguments deal with the specific relevance of particular personal and educational characteristics to school administration. This relevance, however, is not the main reason for directing recruitment efforts at the various groups mentioned; the chief justification is simply that the groups are rich with leadership talent but are typically ignored at present -- by educational administration, but not so much by such other leadership-seeking institutions as business, government, and the military.

In seeking to recruit from these pools, techniques such as those mentioned in connection with the first strategy will be required -- that is, communication channels must be established and media developed. In addition, preparatory programs in educational administration will need to be changed. Innovations must be made which will prove attractive to young people with the particular competencies and characteristics noted above. For example, selected universities might build into their programs special strengths in certain social science or humanities fields and seek to attract students with strong backgrounds in these disciplines.[30] Or, a few universities located in metropolitan areas might develop programs strongly oriented to urban school problems and seek to recruit a number of highly talented minority group members into graduate preparation. Another possibility might be to institute an undergraduate major in educational administration at a few universities, through which carefully selected college students could begin studies and field-related experiences in educational administration much earlier in their university careers than at present. The point is that program innovation must occur concurrently with or prior to recruitment improvement if persons such as those noted above are to be motivated to consider preparation for careers in educational administration.

A third recruitment strategy would involve the identification of talented persons currently pursuing careers in which competencies relevant to educational administration

are developed, and the encouragement of these people to consider undergoing advanced preparation for administrative careers in education. While this tactic represents, in a sense, an attempt to "rob" other organizations of their top leadership talent, it may be justified on the basis that many of the best school administrators are enticed into leadership positions in other agencies. A variety of organizations might be considered as possible targets for such an endeavor. For example, many military officers with college degree retire from the armed forces before they are fifty years of age; their leadership experiences in the service would provide a sound basis for advanced preparation in educational administration. Similarly, there is evidence that a number of career executives in government service are willing to resign, not primarily to earn more money but rather to seek new kinds of work or to leave an unfavorable situation;[31] educational administration should be actively competing for some of this talent. There are countless other organizations which might be considered "fair game" -- one suspects that there are literally hundreds of highly capable leaders across the country who are frustrated or otherwise discouraged with their present jobs and who would consider transferring to careers in educational administration -- if the challenges and rewards associated with such careers were communicated to them, and if their qualifying for such careers were made feasible for them in terms of financial and time costs.

These are two rather large "ifs." Again, care would be necessary in establishing communication channels and developing media through which the potential recruits could be contacted, and much subtlety would be required in the observation of professional ethics. (That is, it would be quite futile to try and plaster the General Motors bulletin boards with an advertisement for dissatisfied executives.) It would not be too difficult to convey the attractions of careers in educational administration, particularly to those with an altruistic

bent (those without such an orientation need not apply). However, to "sell" these people on the desirability and feasibility of undergoing advanced preparation for such careers is another matter. It would be necessary, first, to design in a few selected universities special preparatory programs -- programs in which credit is given for previous experience, programs which are no more than one year in duration, programs which challenge and stimulate the recruits and waste no time on educational or administrative trivia. Secondly, substantial funding would be required, not only to support the program innovations but primarily to support the recruits and their families during the year (or less) in which they are enrolled -- to support them at a level which is not at the polar extreme from the manner to which they are accustomed. Finally, arrangements must be made so that the recruits may be guaranteed placement in desirable administrative positions, with full opportunities for advancement, on completion of the program. This will require close cooperation from the beginning between the preparatory institutions and the prospective employing school districts, and ways must be found either to meet or to circumvent applicable certification requirements.[32] Unless these needs are satisfied, this recruitment strategy is doomed to failure.

It should be noted, incidentally, that the target personnel in other organizations should not be limited to administrative generalists. There are numerous areas of specialization emerging within the field of educational administration for which qualified people are simply not available in the traditional talent pools -- specializations such as systems analysis, information technology, public relations, collective negotiations, and research and development. Yet specialists in these areas abound in other organizations, notably industry, government, and the military. If education does not seek to recruit these needed specialists from other agencies, it will have to do without for some time. American society cannot afford this kind of deprivation in its systems of public education.

While the preceding three strategies are concerned with the recruitment of top leadership talent into preparation programs for high-level administrative posts in education, the target personnel with which the fourth strategy is concerned are of a different order. The philosophy underlying this strategy is related to that of the New Careers Development Center of New York University. The "new careers" concept, originally implemented under the sponsorship of the U.S. Office of Economic Opportunity, has been defended and defined by Cohen as follows:

> New careers is, without question, one of the most sophisticated and promising of any manpower in human service programs ever legislated by Congress. It has the potential to deeply affect public policy, the manner in which public agencies and their professional and nonprofessional staffs supply services to the public, and the way educational and training institutions perform their roles in society. Even more importantly, new careers focuses directly on the potential of the human being to be trained and educated in the context of work within and on behalf of the community.
>
> The core of new careers programming is the structured development of new job positions at entry-level linked with training and education and career development. The introduction of newly trained personnel into fields of health, education, welfare, public safety and neighborhood redevelopment should help improve the nature of the services delivered to the public by local agencies. These new positions -- explicitly those which give promise toward advancement, further occupational training, and which permit the national restructuring or engineering of both new and old jobs -- are, by and large, direct service occupations.[33]

Thus, the "new careers" approach involves the creation of special paraprofessional roles within service occupations, and the staffing of these positions with indigenous members of the communities to be served. The major advantages of the approach are two-fold: (1) new or improved services are provided to the public; and (2) the work-loads on professionals are eased. The program also encourages the simultaneous training of the paraprofessionals on the job and their education at a university through a career incentive technique so that they may eventually qualify for advancement to full professional positions.[34] "New Careers"

has been implemented with some success in the area of welfare services.[35] In education, its best known manifestation is the teacher aide program now operating in numerous cities.[36]

This approach appears to have been largely ignored in the area of educational administration;[37] yet it seems to have immense potential for advancing this profession. For example, new administrative support roles could be created in the central or district offices of large urban school systems -- say, one position for each district within the system. These positions could be filled by residents of the respective districts -- persons with at least a high school education who are highly knowledgeable about the interest groups and power structures within the districts, who are known and trusted by district residents, who are committed to education as a means to up-grade the quality of living in their districts, and who are motivated to pursue careers in education themselves. The primary function of these individuals would be to advance school-community relations within their districts by serving as communication links between district residents and school administrators and by acting as personal advisers to district superintendents in matters involving school-community relations.[38] As a secondary function, they could serve as administrative assistants to the district superintendents, thereby relieving the administrators of certain time-consuming technical tasks and freeing them to fulfill more significant leadership responsibilities or to engage in their own in-service development. Concurrently, arrangements would be made with nearby universities for these paraprofessionals to earn bachelor's degrees through night classes and, hopefully, to qualify eventually for admission to advanced preparation programs in educational administration.

The fourth recruitment strategy proposed here, then, involves a partnership between urban universities and school districts through which indigenous community residents with the characteristics noted above are identified and encouraged to apply simultaneously for

newly created paraprofessional positions in educational administration and for especially developed night-time college programs leading to bachelor's degrees. In addition to the establishment of new administrative posts and university programs, this strategy would require the procurement of funds to support the tuition and related costs of educating the paraprofessionals. Moreover, as with the first strategy proposed above, some responsibility for the guidance of these persons during their undergraduate years should be vested in university departments of educational administration so as to render the eventual advancement of the students into graduate programs in educational administration a distinct possibility. In this way, individuals with skills and competencies uniquely relevant to the urban school context may be recruited into both administrative support careers and preparatory programs in educational administration.

The four recruitment strategies outlined above are differentiated primarily in terms of the target populations at which they are directed. In the interest of efficient implementation, however, it should be emphasized that certain general procedures are basic to all of them. For example, each strategy requires the identification, creation, and utilization of communication channels through which those in the various prospective talent pools may be contacted. The difficulty of this task will vary with the populations concerned: thus, preparatory institutions will require "outside help" much less in contacting high school seniors and university students than in trying to reach some of the other groups mentioned. Secondly, each strategy requires the development of content and media which will effectively convey to those in the various talent pools the challenges and rewards associated with careers in educational administration and the feasibility of their becoming candidates for preparation leading to such careers.[39] It is essential to the effective accomplishment of this task that professional help be obtained from communications experts to ensure that the "message" is

presented in the most appropriate fashion for each of the groups to be reached; thus, expertise in such areas as publication design, audio-visual media, and public relations will be necessary. Finally, all strategies but the first require the design and implementation of new elements of preparation to serve the particular objectives of the various recruitment programs and the special needs of the recruits themselves. This redesign will affect many aspects of current preparatory programs, including selection, student support, content,[40] structure, duration, field-related experiences, instructional approaches, student research, requirements for graduation, departmental functions and staffing, and placement. Implementing changes of this magnitude and diversity will demand total university commitment to the recruitment programs on the part of the preparatory institutions involved.

Objectives

The main objectives of this comprehensive recruitment program are indicated throughout the above discussion, so they are simply repeated here in a concise listing. First, the objectives of the program as a whole are cited, and then those for each strategy are presented; in all cases, the product objectives (those related to anticipated manpower outcomes) are distinguished from the process objectives (those related to procedures through which the outcomes are to be achieved).

The ultimate goal of the total program is to improve the quality of educational leadership in America through increasing the number of highly competent and particularly well qualified persons who complete preparation programs in educational administration. More immediately, the program seeks to achieve the following product objectives:

(1) to expand the pool from which talented persons are recruited for preparation in educational administration; and

(2) to overcome some of the limitations and barriers which discourage talented persons from considering careers in educational administration.

To attain these outcomes, the program has the following process objectives:

(3) to develop and utilize special communication channels, media, and content through which the challenges and rewards associated with careers in educational administration, the means and feasibility of preparation for such careers, and the requirements and procedures for entering candidacy for admission to such programs may be conveyed to those in the expanded talent pool;

(4) to redesign various aspects of preparation programs (from selection through placement) so as to be directly relevant to the particular needs of the recruits and of the positions for which they are to be prepared; and

(5) to render feasible (in terms of the recruits' investments of time and money) the completion by selected candidates of preparatory programs in educational administration.

The general aim of the first strategy is to increase the number of talented high school seniors interested in considering educational administration as a potential career.

More specifically, the following product objectives are sought:

(1) to expand the number of years of college study during which selected persons consciously prepare for prospective careers in educational administration; and

(2) to improve relationships between high school students and administrators.

The process objectives of this strategy are:

(3) to develop content and media to convey to high school seniors the challenges and rewards associated with careers in educational administration; and

(4) to identify and create channels through which the content and media may be communicated to high school seniors, and to utilize these channels for this purpose.

The primary goal of the second strategy is to increase the enrollment in educational administration preparatory programs of talented young people in populations traditionally ignored by current recruitment efforts. More specifically, this strategy seeks to achieve the following product objectives:

(1) to eliminate the disproportionate under-representation among candidates for administrative preparation of women and certain minority groups;

(2) to encourage entry into administrative preparation of talented persons who have demonstrated youthful vigor, courage, and high aspirations in such services as the Peace Corps, VISTA, the Teacher Corps, and tutorial programs for underprivileged children; and

(3) to increase the number of advanced graduate students in educational administration who have pursued undergraduate and master's programs in a variety of professional, social science, and humanities areas outside of education.

The process objectives related to these outcomes are:

(4) to locate talented persons in the populations cited above; and

(5) to develop and implement special communication techniques, support mechanisms, and preparatory program innovations designed to recruit such persons into candidacy for advanced preparation in educational administration.

The third strategy seeks, generally, to encourage the transfer into careers in educational administration of talented persons who have, in other occupations, gained experience and demonstrated competencies relevant to educational administration. In particular, this strategy has two product objectives:

(1) to recruit into educational administration talented persons who have developed general leadership competence in settings other than school systems; and

(2) to recruit into educational administration talented persons who have developed specialized competence in particular administrative support roles through working in areas outside the field of education.

This strategy will seek to achieve the following process objectives:

(3) to locate talented persons pursuing careers in areas other than educational administration who have gained experience and demonstrated ability relevant to educational administration and who might entertain the possibility of transferring to careers in educational administration; and

(4) to develop and implement special communication techniques, support mechanisms, and preparatory program innovations designed to recruit such persons into candidacy for advanced preparation in educational administration.

The major purpose of the final strategy is to recruit paraprofessionals to serve in supportive administrative roles in big-city school systems. In pursuing this goal, achievement of the following product objectives will be sought:

(1) to improve school-community relations in urban school districts;

(2) to relieve the district school superintendent of many technical tasks and hence provide him with some time to engage in continuing education activities and some opportunity to deal with more significant problems of educational leadership and policy development; and

(3) to develop a coterie of individuals with skills and competencies uniquely relevant to the urban school context who are groomed, through supervised work experience and undergraduate education, for eventual candidacy for advanced preparation in educational administration.

To these ends, the following process objectives must be attained:

(4) to create new roles for paraprofessionals in big-city school districts;

(5) to identify indigenous community residents with at least a high school education who are capable of and motivated to perform the functions associated with these roles; and

(6) to develop and implement special communication techniques, support mechanisms, and undergraduate program arrangements to recruit such persons into these roles.

It is to facilitate the achievement of the above objectives that the following approach is proposed.

Approach

The recruitment program which has been suggested is ambitious and comprehensive. It is sketched only in bold outline, and much thought and planning are required before any of its strategies can be effectively and efficiently operationalized. Many of the ideas should be carefully tested before they are implemented, for their success will depend upon the validity of certain hunches inherent in them and upon the cooperation of several agencies which have not worked together previously. Consequently, in order to facilitate the exploration,

planning, testing, and implementation of the program in all its diversity, it is proposed that a consortium of several organizations be created. The membership of this consortium would be composed of at least the following kinds of agencies:

(1) a nationwide group of selected universities and associated school systems --

The participating universities would be chosen according to such criteria as the following:

(a) they should have national reputations as being leaders both in the preparation of educational administrators and in higher education more generally;

(b) they should be highly committed, from the President down, to full participation in the project and to substantial program innovation in pursuing its objectives; and

(c) they should have established excellent working relationships with nearby school districts such that the willing assistance of practicing administrators and community leaders is assured in such tasks as opening communication channels with high school seniors, developing recruitment materials, designing and evaluating new program elements, arranging for internships, creating paraprofessional roles, and guaranteeing attractive placement opportunities for program graduates.

It is recommended that the University Council for Educational Administration be represented in the consortium to serve this need. The UCEA is comprised of fifty-five leading universities across the country (as well as two in Canada), and its staff is familiar with those which best meet the above criteria. The Council has developed and coordinated a wide variety of successful inter-university projects and it has cooperated on many occasions with national, regional, and local associations of educational leaders. The commitment of UCEA to the improvement of recruitment in educational administration, through its cooperative mechanism, is obvious from the fact that this has been included as a major goal in both its current five-year plan and its projected plan for the 1969-74 period.

(2) an agency capable of producing printed and audio-visual materials -- A considerable variety of media will be required for the communication aspects of the recruitment program, and a firm with expertise in the design, production, and dissemination of such materials is an essential member of the consortium. Preferably, this firm should also be capable of producing the various new instructional materials which will be a part of the changes effected in preparation programs. One of the recently constituted "educational mergers" would probably best fill this need.

(3) an organization which can provide expert consultative services of a public relations or advertising nature -- If the proposed recruitment strategies are to succeed, professional help, as Maloney suggests, [41] will be required in developing a dignified and convincing communication program. This advice is essential if educational administration is to take seriously its entry into competition for top leadership talent with other recruiters to whom such expertise is now available.

(4) one or more funding establishments -- Depending upon the comprehensiveness of the approach adopted, anywhere from several thousand to several million dollars will be required to implement the proposed recruitment program, even for a limited time period. Money will be required, for example, in the nature of:

(a) grants to universities and school districts for program development and implementation;

(b) fellowships for recruits; and

(c) support for the design, testing, and utilization of recruitment media and for the implementation of recruitment strategies.

Thus, it is essential that at least one major funding agency undertake to sponsor the program. Alternative patterns of support (such as incentive programs, matching funds, or diminishing grants) could be explored and an initial funding period of

five years might be established. This unique opportunity to invest in an ambitious program of leadership identification and development for education should prove attractive to certain of the nation's larger philanthropic foundations.

The proposed consortium, then, would consist mainly of the above four kinds of agencies. The activities of the consortium would be directed and monitored by a small steering committee composed of representatives from each of the participating agencies and, perhaps, a few of the country's leading citizens who understand the recruitment problem in educational administration and are strongly motivated to solve it -- persons such as Senator Edward Brooke, James B. Conant, John Gardner, and Mayor Carl Stokes.

In operationalizing the proposed recruitment program, the approach need not entail the simultaneous implementation of all the strategies projected. For example, the fourth strategy could quite easily be put into operation independently of the other three. And while, for the sake of efficiency (particularly with regard to the development and production of recruitment materials), it would be desirable to articulate the implementation of the first three strategies, one of them might be selected and activated first on a limited trial basis. Thus, although there are certain procedures common to all of the strategies outlined, it would be entirely possible to initiate the program through only one or some combination of them.

Conclusion

The complexity of the recruitment problem in educational administration has been indicated, a comprehensive program of strategies designed to alleviate the problem has been outlined, and the creation of a consortium of diverse organizations to plan and implement the program has been proposed. In conclusion, it should be recognized that

there is, inherent in the proposal, much potential for perpetual progress. For example, improved recruitment will lead to improved preparatory programs, not only to attract more talented recruits but also as a result of the influence upon program redesign of the continual influx of superior students who will ask questions, suggest changes, and make demands.

Similarly, improved recruitment will tend to be self-perpetuating. That is, preparatory programs which are up-graded through improved recruitment will, in turn, be more attractive to future potential recruits. Also, once recruitment channels to new talent pools have been opened, these channels will grow wider as recruits begin to flow through them. Further, the new kinds of recruits themselves will serve an important recruitment function in the future simply by virtue of their evident success and satisfaction in educational administration.

Finally, it is important that the research potential inherent in this proposal be realized. The dearth of well designed research on the problem of recruitment in educational administration has been criticized by McIntyre.[42] The program which is proposed here could be viewed, from one perspective, as an experiment designed to fill some of the research gaps. For example, such hypotheses as the following might be tested:

(1) teaching experience is positively related to administrative effectiveness in education;

(2) administrative competence in non-educational settings is transferrable to educational organizations;

(3) a thorough grounding in social science, humanities, or other professional areas of study is related to administrative effectiveness in education;

(4) typical state certification requirements for educational administrators are realistic;

(5) career decisions can be influenced by particular recruitment programs; and

(6) through skillfully developed recruitment strategies, educational administration can compete with other career fields for top leadership talent.

Answers could be sought to numerous other questions through recognizing the experimental possibilities of the strategies projected here and through the careful evaluation of their effectiveness. If some of these answers were discovered, the foundation of hunches, myths, and personal predilections which underlies much of what is done in educational administration today might crumble, and something more valid could replace it. This alone would be a worthy contribution of the proposed program.

Footnotes

1. Jack A. Culbertson, "New Perspectives: Implications for Program Change," Preparing Administrators: New Perspectives, eds. Jack A. Culbertson and Stephen P. Hencley (Columbus: UCEA, 1962), p. 155.

2. The last of the four strategies outlined later in the paper is an exception to this qualification.

3. The first three of the following four examples are cited in the UCEA 1966 position paper, The Selective Recruitment of Educational Leaders, pp. 17-19; the fourth example is drawn from Robert Baldwin, "The West Virginia Program for Identification and Training of Educational Leaders" (a paper presented to the recruitment interest group of NCPEA at Bloomington, Indiana, in August, 1966).

4. Kenneth E. McIntyre, Selection of Educational Administrators (Columbus: UCEA, 1966), p. 17.

5. Ibid.

6. UCEA, The Selective Recruitment of Educational Leaders, passim.

7. A recent expression of this belief appears in James A. Perkins, "The International Conference on the World Crisis in Education: Summary Report of the Conference Chairman," The Journal of Educational Administration, Vol. VI, no. 1 (May, 1968), p. 5.

8. Allan R. Talbot, "Needed: A New Breed of School Superintendent," Harper's Magazine (February, 1966), p. 81.

9. Charles E. Brown, "Educating Administrators for Education," a Ford Foundation Reprint, 1968, p. 7.

10. Edward J. Meade, Jr., "Expanding the Community of Education," a Ford Foundation Reprint, 1967, p. 11.

11. Donald A. Erickson, "Essay Review: Some Misgivings Concerning a Study of Leadership," Educational Administration Quarterly, Vol. 1, no. 3 (Autumn, 1965), pp. 52-59.

12. Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: Wiley, 1965), pp. 65-70.

13. Ibid., p. 74.

14. Ibid., p. 77.

15. Ibid., p. 76.

16. Charles E. Brown, loc. cit.

17. Edward J. Meade, Jr., loc. cit.

18. Allan R. Talbot, op. cit., pp. 84-6.

19. It is recognized that this belief, while not empirically substantiated, is legally supported in many states by certification requirements. While the belief is a limitation and is thus discussed here, the certification requirements comprise an obstacle and are consequently considered later in this paper.

20. Ross L. Neagley, Recruitment and Selection of School Administrators (New York: Teachers College, Columbia University, CPEA-MAR, 1953), p. 32.

21. Robert Mathewson and John Orton, Development of an Instrument for Eliciting and Evaluating Vocational Imagery (Cooperative Research Project #1368-1962, Office of Education, U.S. Department of Health, Education, and Welfare), p. 21.

22. M. Dale Baughman, "Sharpening the Image of School Administrators," Illinois School Research (May, 1966), p. 41.

23. Earl Hanson, "What is a School Superintendent?" Saturday Evening Post, Vol. CCXXXIV (April 18, 1961), p. 18.

24. Joseph H. Uzmack, Jr., 'High School Students' Perceptions of the Chief School Administrator" (unpublished doctoral dissertation, Pennsylvania State University, 1963).

25. For a brief summary of state requirements for public school superintendents, see "Superintendent Certification," Phi Delta Kappan, XLIX, 8 (April, 1968), p. 471.

26. Richard L. Towers, "Identifying Potential Leaders," The University of South Carolina Education Report, Vol. 10, No. 4 (April, 1968).

27. Jack A. Culbertson, op. cit., p. 156.

28. Charles E. Brown, loc. cit.

29. M. Dale Baughman, op. cit., p. 45.

30. This suggestion is offered with specific reference to the social sciences in Jack A. Culbertson, "Trends and Issues in the Development of a Science of Administration," Perspectives on Educational Administration and the Behavioral Sciences, ed. Joanne M. Kitchel (Eugene: University of Oregon, 1965), pp. 19-20.

31. The Brookings Institution, Executives and Professionals for the Higher Civil Service (Brookings Report No. 25, 1964), p. 3.

32. With regard to certification, it might be advisable to initiate this recruitment strategy in a few states where requirements are minimal or are determined by the universities, or in selected school districts which have discovered ways of "getting around" state certification requirements.

33. Edward S. Cohen, "New Careers: A Perspective," New Careers Newsletter, Vol. II, No. 1 (Spring, 1968), p. 15.

34. Nadine Felton, "Career Incentive Plan for Higher Education of Non-Professionals" (unpublished paper distributed by the New Careers Development Center, New York University), pp. 3-5.

35. Patricia Elston, "New Careers in Welfare for Professionals and Non-professionals" (unpublished paper distributed by the New Careers Development Center, New York University), passim.

36. For a comprehensive treatment of this and other aspects of "new careers," see Frank Riessman and Hermine I. Popper, Up from Poverty (New York: Harper & Row, 1968).

37. According to James E. Allen, Jr., New York State Commissioner of Education, it is being implemented to a limited extent in the New York City public schools (interview with James Allen, Albany, New York, August 22, 1968).

38. It is significant that a major problem in urban school-community relations programs is one-way communication. Systematic means whereby school officials may obtain "feedback" from community residents are scarce indeed. The typical responses to this situation have been demonstrations, boycotts, and other attempts by citizens to bring their needs and demands to the attention of administrators. The strategy proposed here would serve to alleviate this condition.

39. The kinds of information necessary to those making career decisions are suggested in Robert Hoppock, Occupational Information: Where to Get It and How to Use It in Counseling and Teaching (New York: McGraw-Hill, 1957), pp. 15-21.

40. It should be noted that, where it is unavoidable, basic certification requirements will need to be met. Thus, in some instances, the programs must have built-in means whereby necessary teaching experience may be gained, perhaps in conjunction with administrative internships. However, it has to be recognized that there is considerable flexibility in some states with regard to certification requirements. It is essential that the real or imagined rigidity of certification requirements not be permitted to serve as an excuse for avoiding the rigors of substantial and imaginative innovation in administrative preparation programs.

41. P. W. Maloney, Management's Talent Search: Recruiting Professional Personnel (New York: American Management Association, 1961), p. 39.

42. Kenneth E. McIntyre, op. cit., p. 3.